DOCUMENT RESUME

ED 381 504 SP 035 876

AUTHOR Taliaferro, Barbara M.; Montoya, Alicia L.
TITLE Faculty and Administrators of Color in the Pennsylvania State System of Higher Education: A Status Report.
PUB DATE [95]
NOTE 13p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Attitudes; Career Development; *College Faculty; Ethnic Groups; Faculty Mobility; Faculty Promotion; Higher Education; Minority Groups; *Minority Group Teachers; Occupational Aspiration; Racial Bias; Racial Differences; Sex Differences; State Surveys; *Teacher Attitudes; Tenure; Women Administrators; *Women Faculty
IDENTIFIERS Pennsylvania; *Pennsylvania State System of Higher Education; People of Color

ABSTRACT

Data from the Pennsylvania State System of Higher Education (SSHE) indicate that men of color represent 13.1 percent of administrative positions and 6.42 percent of faculty positions, while women of color hold 9.66 percent of administrative positions and 4.05 percent of faculty positions. A study was conducted to compare the perceptions of 32 SSHE administrators and 52 SSHE faculty of color. Survey responses were analyzed in terms of demographics, perceived obstacles, perceived support, and aspirations of career mobility. Results confirm disparities of race and gender for faculty and administrators of color in the Pennsylvania SSHE. Career paths, opportunities for upward mobility, tenure, and promotion are reported as avenues of access paved with institutional, personal, and cultural racism. Most respondents indicated a desire to advance in their fields, but felt hindered by institutional barriers and to some degree by personal barriers. Men of color were reported by both women and men to be the least supportive in professional endeavors. Women faculty rated women of color as most supportive; male faculty and both male and female administrators rated white men as most supportive. Recommendations and strategies are offered for institutions and individuals. (Contains 23 references.) (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 381 504

FACULTY AND ADMINISTRATORS OF COLOR IN THE PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION: A STATUS REPORT

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

B Taliaferro

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Barbara M. Taliaferro, Assistant to the President for Human Diversity
Alicia L. Montoya, Associate Professor, Elementary Education
Kutztown University

SP035876

FACULTY AND ADMINISTRATORS OF COLOR IN THE PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION: A STATUS REPORT

Barbara M. Taliaferro, Assistant to the President for Human Diversity
Alicia L. Montoya, Associate Professor, Elementary Education
Kutztown University

Issues affecting women in higher education have only begun to receive attention as greater numbers of women have moved into the ranks of higher education. Much of the research dealing with women and higher education has focused predominantly on women who are of the mainstream culture. Concerns such as family, gender equity and support networks have been cited by many women as obstacles to career mobility; although these are also issues for men, they do not appear to be obstacles (Briere, Montoya and Shultz, 1991). In spite of gains evident in employment opportunities for women of color, inequalities continue to exist (Cole, 1987).

As institutions of higher education enter a new century, many are faced with numerous concerns. Among those concerns are an aging faculty, recruitment and retention of women and minorities across disciplines and administrative positions, funding constraints, and the issues dealing with upward mobility (tenure and promotion). Although women in the general population and the post-secondary education population retain a numerical dominance; female presence rank, role and positions of power in the work force has only begun to show a significant increase. The Bureau of Labor Statistics reports that 61.5 percent of all females will be employed by the year 2000(Kutscher, 1988). An increase in the number of women in executive and administrative positions is encouraging; however data indicate that many companies are experiencing problems with attracting and retaining female managers (Rosen, Miguel & Pierce, 1989). Schwartz (1989) noted the rate of turnover in management positions held by women occurs at a rate two and one half times higher than the rate for men. Several factors have been identified by researchers as key to the retention of women on university campuses. Sandler and Hall (1986) noted in a study conducted in the late 1980's that climate and job satisfaction are critical to retention. Reisser and

Zurfluh (1987) added the variables of limited upward mobility, lack of mentoring or organizational support for professional growth and feelings of isolation among others.

While teaching and research may be intrinsically satisfying, women in faculty positions may wonder if or when they should venture into academic administration. Often, administrative positions offer career paths of power and financial rewards (McInerney, 1992). If women desire to become change agents within universities, we much certainly strive for management positions. Academic administration has traditionally been the domain of white males, the traditional "good old boys" network and paternal favoritism have been major obstacles to both women and men of color as they move into the ranks of administration. Do issues of gender equity compound career mobility for women of color?

This study compares the perceptions of women and men of color in the Pennsylvania State System of Higher Education (SSHE). The data draw comparisons among female and male responses based on demographics, perceived obstacles, perceived support and aspirations of career mobility. Finally, the researchers draw implication for institutions of higher education.

James E. Blackwell (1983) noted that about one-sixth of all minorities who were employed in top level administrative positions in predominantly white institutions were either Affirmative Action Officers or Student Financial Aid Officers. Rarely were minorities in positions as directors, executives or managers.

This trend is only partially true in Pennsylvania. The SSHE in Pennsylvania is made up of fourteen state institutions located throughout the Commonwealth. Overall policy and decision making authority of the SSHE is controlled by a seventeen member Board of Governors appointed by the Governor of Pennsylvania. On a consistent basis, approximately every five years, the SSHE establishes, updates or modifies a plan for institutionalizing equity among faculty and administrative positions for women and minorities, traditionally the underrepresented groups in the SSHE.

An examination of the Human Resources Fact Book from the SSHE, 1993, reveals the following: Of 1,735 administrative positions, men of color represent 13.10; and 6.42 percent of

4,716 faculty positions held in the SSHE. Women of color hold 9.66 percent of administrative positions and 4.05 percent of faculty positions. Men of color outnumber women of color in both administrative and faculty positions held. However, white counterparts far outnumber women and men of color in all positions.

Study: Methodology and Results

Faculty

The researchers identified a total of 465 women and men of color in the SSHE. One hundred (100) administrators and one hundred (100) faculty were randomly selected as participants for the study. Each was asked to respond to statements regarding aspirations about career mobility, perceived support and perceived obstacles. Of the 100 administrator surveys, 32% were returned. Faculty participants returned 52% of the 100 surveys mailed. Demographic data revealed several differences among the responses of women and men of color. Women of color tended to be clustered at the Assistant Professor level, 58.33%, and men of color were somewhat more evenly distributed among Assistant, 32.14%; Associate, 21.42%; and Full Professor, 35.07%. In the area of rank, women faculty were in tenured or tenure track positions, 91.66%. Only 8.33% reported being in a temporary faculty position. Male respondents indicated a similar result, 96.42% were in tenured and tenure track positions and only 3.57% were in positions designated temporary. Men of color appear to have been in faculty positions longer than women of color. Of those reporting, 42.85% indicated having been in the faculty ranks twenty years or more, while 8.33% of women of color have been in faulty positions for the same amount of time. Most women of color, 41.66% have been faculty members 6 - 10 years. The large percentage of men at the upper end of the scale seems to be in concert with the "graying of the faculty" syndrome, prevalent across the nation. It also appears that younger men of color are not replenishing the ranks of academia. Women of color appear to be approximately ten years behind their counterparts in arriving at institutions of higher education. This may be attributed to women who chose to put their education and careers subsequent to childbearing/family responsibilities or perhaps the opportunities for education have simply not existed until more recently.

The survey statements were placed on a four-point Likert scale ranging from Strongly Agree to Strongly Disagree. Analysis of the data revealed many of the responses were consistently clustered at the opposite ends of the Likert Scale. Therefore, for the purposes of reporting the results, strongly agree and agree (SA/A) were combined as have the disagree and strongly disagree (D/SD) categories. The responses from faculty reflect 24% female respondents and 27% male respondents.

Faculty Survey Responses

	Female		Male	
Statement	**SA/A**	**D/SD**	**SA/A**	**D/SD**
1. I would like to advance in my field. (rank, degree, tenure).	87.49%	12.49%	77.77%	22.21%
2. At some time in the future, I would like to serve as a department chair.	33.33%	66.66%	42.85%	57.10%
3. A Dean's position is appealing to me.	29.16%	70.83%	35.71%	64.00%
4. A vice-presidency at the university level is attractive to me.	41.66%	58.33%	46.42%	54.27%
5. A Director's or Coordinator's position is one that I would enjoy.	66.66%	33.33%	49.99%	49.99%
6. I would like to be a college or university president.	16.66%	84.16%	43.42%	57.14%
7. I would like to leave this field and try another academic field.	16.66%	83.33%	14.28%	85.14%
8. I would like to try a field unrelated to academics.	16.83%	83.32%	35.17%	68.28%

The second part of the survey consisted of perceptions of support and obstacles, both personal and institutional. Participants responded to five "Yes" and "No" questions and were asked to elaborate on their responses.

	Yes Women	**Yes Men**
9. Do you perceive institutional support in achieving your goals? In general, both women and men of color perceive support from their institutions, often in the form of professional development and travel funds.	60.71%	66.66%

	Yes Women	Yes Men
10. Do you perceive personal support in achieving your goals? Similarly, both women and men perceived a high degree of support in achieving their goals.	71.42%	88.33%
11. Do you perceive personal obstacles in achieving your goals? Female and male respondents reported personal obstacles in achieving their goals. Women perceived greater obstacles than did men. Ethnicity and gender were variable consistently identified by women as obstacles.	54.16%	32.14%

12. Do you perceive that women or men achieve administrative opportunities more easily? The overwhelming perception was that both women and men achieve administrative opportunities easily, when they are white. Both faculty and administrators expressed the well-known "good old boys" network was still in operation with the perception of a growing "good old girls" network. Both, in effect, precluding faculty and administrators of color. Of those responding, 78.57%, indicated white men and white women achieve administrative opportunities more readily.

13. Rank in order of perceived support (1=greatest support, 4=least support). Among women of color, other women of color were perceived as most supportive, while men of color were perceived as least supportive.

Women

Most Supportive - Women of Color - 45.83%
Least Supportive - Men of Color - 37.65%

Men of color, on the other hand, perceived the greatest amount of support from white men and the least amount of support from other men of color.

Men

Most Supportive - White Men - 53.57%
Least Supportive - Men of Color - 45.71%

Administrators

The positions held by administrators varied greatly. The administrative category included deans, associate deans, directors and coordinators, as well as people in the areas of residence life, admissions and financial aid. There were no female respondents holding a doctorate at the administrative level, with 69.23% earned a Master's degree and 30.76 with earned Bachelor's degree. Of the males reporting, 35.29% have a doctorate, 47.05% have a Master's degree and 17.64% with earned Bachelor's degree.

Statement 2 asked participants to indicate the office, department or position to which they would like to be promoted: Consistent with the responses to statements 3 and 4, most respondents identified positions as vice-presidents, directors and coordinators as appealing. To the contrary, most did not aspire to the position of a college or university president.

The second part of the survey, consisted of perceptions of support and obstacles, both personal and institutional. Participants responded to "yes" and "no" questions and were asked to elaborate on their responses.

ADMINISTRATOR'S SURVEY RESPONSES

	Female		Male	
Statement	**SA/A**	**D/SD**	**SA/A**	**SD/D**
1. I would like to advance in my field	100%		94.11%	5.88%
3. A vice-presidency at the university level is attractive to me.	46.15%	53.84%	88.23%	11.76%
4. A director's or coordinator's position is one that I would enjoy.	100%		52.94%	47.01%
5. I would like to be a college or university president.	15.38%	84.16%	35.29%	64.58%
6. I would like to try a career unrelated to academics.	61.53%	38.33%	29.41%	70.58%

	Women Yes	Men Yes
7. Do you perceive institutional obstacles in achieving your goals? Female administrators of color overwhelmingly noted racism, sexism and ethnicity as the primary obstacles in achieving their goals. Male administrators of color noted some of the same variables as women, however not to the same degree.	100%	52.94%
8. Do you perceive institutional support in achieving your goals? Women's responses were almost evenly divided on this question. Support was often identified as time and funding for pursuing a degree. For male respondents, the majority perceived institutional support for achieving goals. Men indicated the most valuable source of support must come from presidents and vice presidents.	84.61%	52.94%
9. Do you perceive personal obstacles in achieving your goals? Women most often cited spouse, children, marital status and personal relationships. Men, on the other hand, identified motivation (or lack of), time and lack of terminal degree as the most prevalent personal obstacles. This statement seems to speak to the "Superwoman Syndrome" that says women must be able to effectively and efficiently manage career and home, while most men can be primarily concerned with managing a career.	84.61%	35.66%
10. Do you perceive personal support in achieving your goals? Women identified family, God and self as the greatest sources of personal support for achieving career goals. Men indicated self-motivation and people outside the institution as sources of personal support. In general, both women and men indicated strong personal support in their careers.	84.61%	88.23%
11. Do you perceive that women or men achieve administrative opportunities more easily? Female and respondents indicated that men tend to achieve administrative opportunities more readily. Both also noted that not only was gender a concern, but also felt white women were now moving into the forefront in achieving administrative opportunities.		

12. Rank in order of perceived support (1=greatest, 4= least)
Female and male administrators of color both identified
white males in the institution as being most supportive.
Both groups also indicated men of color as least supportive.

Women

Most Supportive - White Males - 92.03%
Least Supportive - Men of Color - 84.16%

Men

Most Supportive - White Males - 76.46%
Least Supportive - Men of Color - 82.53%

The nature of the responses from both faculty and administrators of color to the last statement warrants a closer examination into the type of support perceived and perhaps the variables that may affect those perceived as least supportive in an academic environment.

Conclusions

Results of the study appear to confirm disparities of race and gender for faculty and administrators of color in the Pennsylvania State System of Higher Education. Both the figures from the SSHE Fact Book and respondents indicate the academy is still dominated by white males.

Career paths, opportunities for upward mobility, tenure and promotion are reported as avenues of access still pervasively paved with institutional, personal and cultural racism. Career rewards are viewed as few and far between which hold further implications that support the "double bind" syndrome of race and gender. Women of color, often the "Jane come lately" to the institutions, are further behind in rank and status that her white counterparts and subsequently remain behind to the very end without person and/or professional intervention. The large number of responses indicating a growing "good old girls" network supports studies whereby white women in the academy are prone to be more collusive that collaborative with non-white women, individuals, groups and organizations. Most respondents indicated a desire to advance in their fields, but felt hindered by institutional barriers and to some degree by personal barriers. Surprisingly, men of color were reported by both women and men to be the least supportive in professional endeavors. Perhaps this is due to feelings of competition, traditional cultural and/or gender bias. For

administrators of color, both female and male, white men were perceived as most supportive of professional endeavors than other groups. This may be attributed to the fact that while males dominate all areas of administration in the Pennsylvania SSHE.

The researchers hold that this may reflect the nature of higher education nationwide. In view of Workforce 2000, federal regulations such as Titles VII and IX and the Pennsylvania Human Relations Act which were implemented in order to address discriminatory practices and inequities, this research is extremely distressing, even alarming. It may also be a forerunner of an academic crisis where the majority will be sorely underrepresented and underutilized.

Recommendations and Strategies

Based on the results of the study, the researchers suggest the following recommendations and strategies that may be implemented by institutions and individuals. These measures may enable minority faculty and administrators to facilitate the Olympic challenge related to career aspirations in higher education.

Institution

1. Make sure the institution is clear regarding the differences between multiculturalism and internationalism.
2. Strategically recruit, retain and promote qualified professional staff and faculty.
3. Assign a senior tenured faculty/senior administrator to junior faculty/administrators.
4. Insure social equity principles are exercised consistently for salary, promotion, tenure and evaluation standards.
5. Strategically place women/administrators of color on standing committees of substance.
6. Don't pit one non-white group against another in competition for institutional resources, status, etc.
7. Work toward hard numbers or percentages in recruiting with clear directives, i.e. By 1997, the university will increase its number of non-white tenure track faculty by 10%.

Personal

1. Be and stay motivated. Be ready when a "good" opportunity presents itself.
2. Keep current with information in your discipline, department and career track.
3. Volunteer for tasks and assignments of interest to you.
4. Make short term commitments to "test the waters."
5. Collect letters of appreciation/commendation/testimonials about your professional interactions and outcomes.
6. Know how to work the system (the process as well as content) This will enable you to get what you need.
7. Keep you vita current.
8. Know when to move on.

BIBLIOGRAPHY

Bird, C. (1979). Everything a woman needs to know to get paid what she's worth. Bantam Press.

Blackwell, J. (1983). Strategies for improving the status of blacks in higher education: Planning and changing, 14 (1), 56-73.

Campbell, D. (1974). If you don't know where you're going, you'll probably end up somewhere else, Argus.

Davis, J (1991). Presentation at 1991 annual American Association for Higher Education, Washington, D. C.

Devarics, C. (1988). Minority teachers more likely to leave profession, study says. Black Issues in Higher Education, November 10.

Dixon, S. (1994). Kutztown University Affirmative Action Plan, July 1, 1994 - June 30, 1995.

Excellence and Equity (1994). A plan for building community for Pennsylvania's State System of Higher Education.

Feinstein, K.W. (1987). Working women and families. Sage Press.

Franklin, S. (1987). Lack of progress in hiring black faculty continues to vex higher education. Black Issues in Higher Education, July 6.

Kutscher, R. E. (1987). Projections 2000. Monthly Labor Review, 3-9.

Lyons, N. (1989). Mentoring needs to increase minority faculty members. Black Issues in Higher Education, November 23.

McInerney, M.L. (1994). Proceedings Seventh Annual Conference on Women in Higher Education, Orlando, FL January 6-8.

Moore, K. (1990). Creating strengths out of our differences: Women and minority administrators. New Directions for higher education: Administrative Careers and the Marketplace. Jossey-Bass, San Francisco.

Montoya, A., Briere, P. & Shultz, E. (1992). Proceedings: Fifth Annual International Conference on Women in Higher Education. January 4-6, San Diego, CA.

Montoya, A., Martin, J. (1991). Proceedings: Fifth Annual International Conference on Women in Higher Education. January 6-8 Hilton Head, SC.

Obrien, E. (1988). Dr. Charles Willie describes mentoring methodologies. Black Issues in Higher Education, May 15.

Obrien, E. (1987). Succeeding on predominantly white campuses: Black administration's advice to minority faculty. Black Issues in Higher Education, March 1.

Pigford, A. (1988). Being a black faculty member on a white campus: My reality. Black Issue in Higher Education, November 24.

Reisser, L. & Zurfluh, L. (1987). Female administrators: Moving up or moving out? Journal of NAWDAC, Summer 1987, 22-29.

Rosen, B., Miguel, M., & Pierce, E. (1989). Stemming the exodus of women managers. Human Resource Management, 28, 475.

Sandler, B., & Hall, R. (1986). The campus climate revisited: Chilly for women faculty, administrators and graduate students. (ERIC document Reproduction Service No. 1, ED.282 462).

Schwartz, F. (1989). Management, women and the new facts of life. Harvard Business Review, 67 (1) 65-76.

Vontress, C., & Jackson, M. (1988). Cross-racial collegiality: Trouble in academe. Black Issues in Higher Education, November 10.